

6 Big Ideas about...



for Strategic Instruction in **LITERATURE**
grades 9-12 Core Standards

Edwin S. Ellis

Victoria Ricketts

International SIM Conference

July 15, 2015

DVT Big Idea #1

Differentiated
Visual
Tools

are discipline-specific visual tools
designed for teaching...

CONTENT LITERACY STANDARDS

thinking & information processing

SKILLS / STRATEGIES

e.g., Common Core **ELA Standards**
for Literature, History & Science

CONTENT STANDARDS

relational understanding of

INFORMATION / KNOWLEDGE

e.g., **Knowledge Standards** for
Literature, History & Science

DVT Big Idea #1



LITERATURE

CONTENT LITERACY STANDARDS

thinking & information processing
SKILLS / STRATEGIES

Skills associated with identifying theme & how it's manifested throughout a literary work

Skills associated with explaining a theme, verbally or in writing

CONTENT STANDARDS

relational understanding of
INFORMATION / KNOWLEDGE

Understanding connections between the theme and real-life

Knowing common themes that appear in literature

DVT Big Idea #1



LITERATURE

CONTENT LITERACY STANDARDS

thinking & information processing
SKILLS / STRATEGIES

Skills associated with analyzing a character's actions & motivations

Skills associated with drawing inferences about a character's motivations

Skills associated with creating robust characters when composing narratives

CONTENT STANDARDS

relational understanding of
INFORMATION / KNOWLEDGE

Understanding connections between motivations of fictitious characters and those of real people

Understanding how motivations impact interpersonal relationships & interactions

DVT Big Idea #1



LITERATURE

CONTENT LITERACY STANDARDS

thinking & information processing
SKILLS / STRATEGIES

Skills associated with analyzing a character's actions & motivations

Skills associated with drawing inferences about a character's motivations

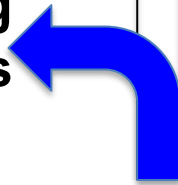
RL.9-10.3 *Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme*

CONTENT STANDARDS

relational understanding of
INFORMATION / KNOWLEDGE

Understanding connections between motivations of fictitious characters and those of real people

Understanding how motivations



Motivation Inferences

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CHARACTER:

Sanger Rainsford

Brief description of the character's main **GOALS**...

At first, Rainsford is excited about the prospect of hunting with General Zaroff. Then, he finds out that he is going to be hunted by Zaroff.

EXPLICIT INFORMATION PROVIDED BY TEXT

Based on the text clues, my **INFERENCES** about what motivated the character

CLUES about the character's **PERSONALITY**

Connections character's goals or actions

"Who cares how the jaguar feels?"
Where there are pistol shots, there are men"

He has no compassion for the animals he hunts. (He does not put himself in another's position well). Rainsford uses deductive reasoning to direct himself to a safer place than the sea

CLUES about the character's **VALUES/BELIEFS about life or self**

Connections character's goals or actions

"The world is made up of two classes—the hunters and the hunted." (p.1)
"I have played the fox. Now I must play the cat of the fable."

Rainsford believes he is strong, in the "hunter" class - the hunters are the ones in control).
Rainsford is a realist. He accepts that he must deal with being hunted.

CLUES about the character's **PRIOR EXPERIENCES**

Connections character's goals or actions

"I've read your book about hunting snow leopards in Tibet." (p.13)
"Not many men know how to make a Malay man-catcher." (p. 20)

Rainsford wrote a book about hunting and is considered an expert.
He made this to try to fatally injure Zaroff. He uses his hunting and travel experiences to save himself from General Zaroff.

CLUES about the character's style of **INTERACTING with OTHERS**

Connections character's goals or actions

"The weather is making you soft. Be a realist." (p. 1)
"I will agree to nothing of the kind." (p.18)

Rainsford is condescending to his friend.
Rainsford will not agree to stay quiet about General Zaroff if he wins the game. He refuses to compromise his integrity.

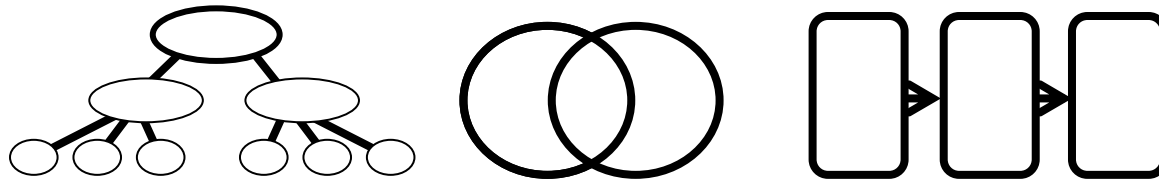
My **CONCLUSION** about the character's motivation

Rainsford is a celebrated expert hunter and has written books. He believes that life is made up of the hunters and the hunted, or he believes that life is made up of the ones in control vs. the ones without control. He finds himself being hunted down like an animal. His experiences provide him with the strategic resources needed to defeat General Zaroff.

DVT Big Idea #2

VERY strong research basis for using graphic organizers, but some visual tools are far better than others

generic graphic organizers



...very effective for teaching simple standards

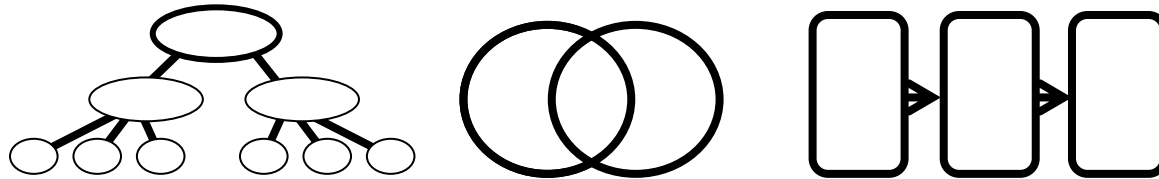
RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

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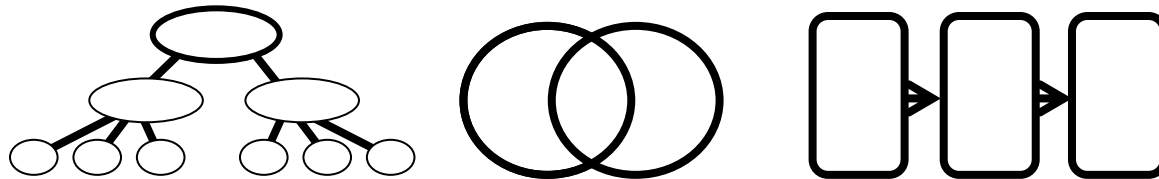
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...very effective for teaching simple standards

...not so great as Core standards get more complex

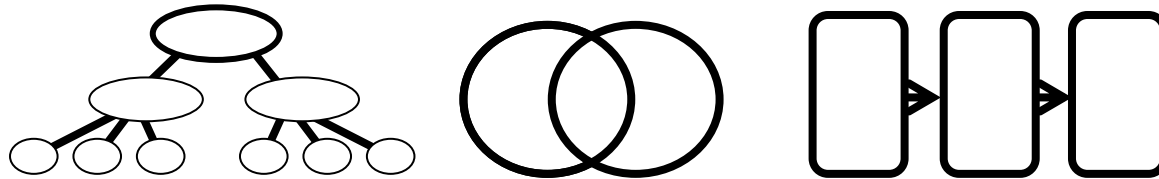
RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

DVT Big Idea #2

VERY strong research basis for using graphic organizers, but some visual tools are far better than others

generic graphic organizers



BOTTOM LINE...

Generic graphic organizers may undermine instruction in complex standards

e.g., ...Trying to teach students to use structures that don't reflect the complexity of high school information & literacy standards

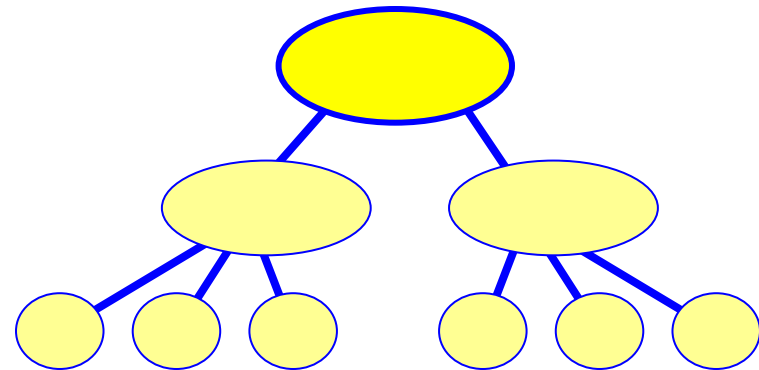
DVT Big Idea #2

Let's say you are planning to teach this standard...

RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

What's the difference between...

THIS



...and THIS?

| | |
|---|--|
| Literary Work | |
| Describe an important event in the story... | |
| CHARACTER | |
| Cultural Experiences of Character | Impact of Cultural Experiences on How Character Views and/or Reacts to the Event |
| TRADITIONS / VALUES | → |
| CULTURAL'S HISTORICAL EXPERIENCES | → |

Literary
Work

The Joy Luck Club by Amy Tan

Describe an important event in the story...

Suyann Woo comes to America from China in 1947. She has lost her family, including twin baby daughters during the war. She remarries and settles in San Francisco. She and her new husband have a daughter named Jing-mei. Suyann starts the Joy Luck Club with three other women which is similar to the one begun in China. As Jing-mei grows up, she and her mother seem to constantly clash. They never really resolve their differences before Suyann dies unexpectedly. Jing-mei comes to the Joy Luck Club to take her mother's place. She finds out that Suyann's twin daughters have been found. The members all contribute money for her to go to China to visit them.

CHARACTER

Jing-mei (Suyann Woo's daughter)

Cultural Experiences
of Character

Impact of Cultural Experiences
on How Character Views and/or Reacts to the Event

TRADITIONS / VALUES

Jing-mei values strength and intelligence
Jing-mei values American freedoms and ideals
Jing-mei does not care much about her Chinese heritage
She does not value the Joy Luck Club because it had its origin in China

Jing-mei does not view her mother as a strong, assertive woman which creates a clash between them
Jing-mei views the Chinese customs of female obedience and "listen, but don't speak" behavior as ridiculous.
Her mother knew that the Joy Luck Club was a safe haven for the other women, and they could support each other as they redefined themselves in a new culture

CULTURE'S HISTORICAL EXPERIENCES

In China during the war, women were subservient to men. Women were held to rules much different than men and treated with less respect
They felt an intense loyalty to Chinese tradition and history
Women made hard choices for survival.

Jing-mei does not understand her mother's strength until the women in the Joy Luck Club enlighten her.
She doesn't understand why her mother held fast to several Chinese traditions until she visits China and finds her sisters.
Jing-mei understands that the Joy Luck Club served as one of many ways the women used to strengthen themselves.

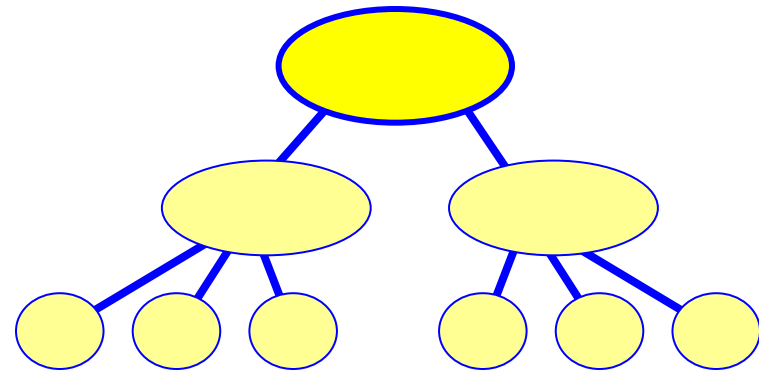
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| TRADITIONS / VALUES | |
| CULTURAL'S HISTORICAL EXPERIENCES | |

It's all about the VISUAL DESIGN
... and the SEMANTIC PROMPTS



Cultural Experience → Points of View of an Event

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Literary
Work

Describe an important event in the story...

It's all about the VISUAL DESIGN

... and the SEMANTIC PROMPTS

CHARACTER

Cultural Experiences
of Character

Impact of Cultural Experiences
on How Character Views and/or Reacts to the Event

TRADITIONS / VALUES



CULTURE'S HISTORICAL EXPERIENCES



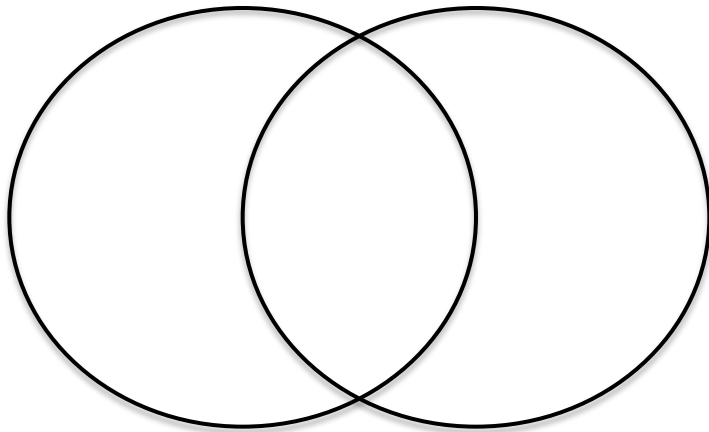
DVT Big Idea #2

Let's say you are planning to teach this standard...

RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

What's the difference between...

THIS



...and THIS?



Medium Comparisons: Scene

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment

GENRES →: Novel Novelette Short-story Poetry Song Movie TV-show

Genre: **Novel**

Literary Work:
Of Mice and Men

Genre: **Movie**

Literary Work:
Of Mice and Men (1992)

SCENE: **Chapter 6/ Final Scene**

Conclusions
about what was emphasized /
absent in each treatments

Setting

- Deep green pool of the Salinas River-quiet, pleasant shade
- The sun is going down creating a rosy color on the hills and fiery mountain tops
- Lennie is waiting there for George.
- Lennie's mind wanders to a childhood memory of his Aunt scolding him and then he imagines a gigantic rabbit degrading him.
- These thoughts make him worry that George won't come.
- A soft breeze is met with the yelling of the angry mob.

- Little emphasis is placed on scenery/setting, any beauty is ignored and not revealed in
- The woods are treacherous and tangled
- There are many nature-related obstacles between George and Lennie
- Lennie wades through knee-high water, looks lost
- A lot of nature sounds fill the background as well as the yelling of the impending mob

- The setting was really downplayed in the movie. The scene where Lennie waits for George and looks around is completely cut out of the movie. It is more character-focused.
- In the book, there is extreme emphasis on the scenery and setting.

Figurative Language

- The sun had left the valley to go climbing up the slopes. (personification)
- Gust drove through the tops of the trees like a wave (simile)
- George shivered, threw the gun from him back up the bank near the pile of old ashes. (After killing Lennie, the pile of ashes is symbolic of their burned-up dream)
- The crash of the shot rolled up the hills and rolled down again. (personification)

- No flowery or figurative language was really used, dialogue was more straight forward
- George guides their discussion so that Lennie can almost see the dream of their "perfect home." George wants Lennie to be in his most peaceful and happy state. This seems to be symbolic of a perfect resting place.
- Lennie saying he likes it here and he'd like to stay there is foreshadowing of his death; the place he likes will consume his final moments of life.

- Again, the figurative language is downplayed in the movie. A lot of that is cut out in favor of a dialogue that simply gets the point across.
- The book, on the other hand, cannot use physical visuals for imagery, but uses vivid description to create the same effect.
- Both the book and the movie utilize symbolism.

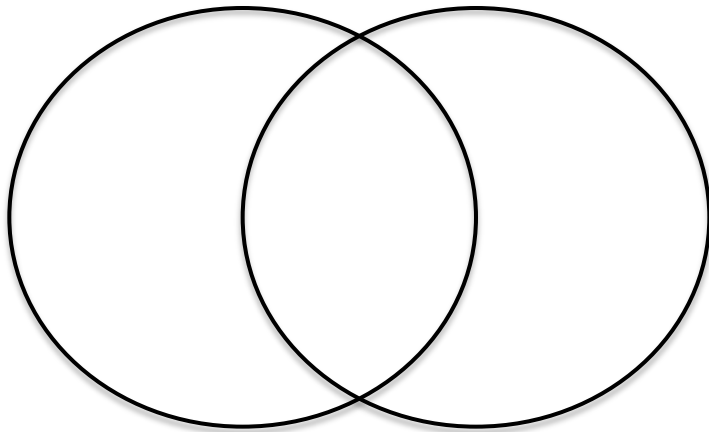
DVT Big Idea #2

Let's say you are planning to teach this standard...

RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

What's the difference between...

THIS



...and THIS?



Medium Comparisons: Scene

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment

***It's all about the VISUAL DESIGN
... and the SEMANTIC PROMPTS***

Medium Comparisons: Scene

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment

GENRES →: Novel Novelette Short-story Poetry Song Movie TV-show

Genre:

Literary Work:

Genre:

Literary Work:

SCENE:

Setting

***It's all about the VISUAL DESIGN
... and the SEMANTIC PROMPTS***

Figurative Language

Conclusions
about what was emphasized /
absent in each treatments

DVT Big Idea #3

*D*ifferentiated
*V*isual
*T*ools

are all about reducing cognitive load by using visual & semantic prompts that...

Enable teachers to SEE how to teach complex standards in relatively simple ways

Make thinking structures VISIBLE to students

RL.9-10.2 *Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.*

So what does that LOOK like?

Topic

Hidden message, opinion, or question about topic

Expose appearance of theme in plot, characters, & scenes

Make connections to text evidence

Explain real-life connections

THEME Analysis

Analyze in detail the development and refinement of a theme or central idea in a text, including how it emerges and how it is shaped and refined by specific details.

Topic **H**idden message, opinion, or question about topic **E**xpose appearance of theme in plot, characters, & scenes **M**ake connections to text evidence **E**xplain real-life connections

LITERARY
WORK

The Scarlet Ibis

TOPIC of literary work:

The evil that lurks within

THEME (authors hidden message, opinion, or question about the topic):

The struggle for power with a loved one can lead to cruelty.

INITIAL Theme connection to PLOT, CHARACTER or SCENE

How the theme *begins* to be evident in the story

When Doodle was born, all the attention switched to him. Brother felt unnoticed and powerless, so he sought to regain his power by dominating Doodle. He even wanted to get rid of him by killing him.

Details / Text evidence / Citation(s)

Page 1: He might, for as long as he lived, lie...in the center of the bed in the front bedroom. It was bad enough having an invalid brother, but having one who was possibly not "all there" was unbearable, so I began to make plans to kill him by smothering him.

Significance

The narrator (Brother) was already thinking about how it would look to others if he had a physically and mentally disabled sibling. His image and personal power might be diminished, and he could not stand the thought of that.

UNFOLDING Theme connection(s) to PLOT, CHARACTER or SCENE

How the theme is *shaped & refined* by additional aspects in the story

Brother was not maintaining his reputation as a cool, normal boy because he had to pull Doodle around in a cart. He was told everyday that he had to follow the doctor's orders and take Doodle with him wherever he went. Brother resented this so much that he treated Doodle abusively.

Details/Text evidence/Citation(s)

Page 3: He was a burden in many ways. To discourage his coming with me, I'd run with him across the ends of the cotton rows and careen him around corners on two wheels. Sometimes, I accidentally turned him over, but Doodle never told.

Significance

Brother resented Doodle because the family seemed to only care about Doodle having his needs met. They didn't seem to care about Brother's feelings. Brother felt powerful when he was able to scare or hurt Doodle because Doodle never did anything about it.

Overall Conclusions that can be Drawn about the Theme

As soon as Doodle is born, Brother feels threatened. All the attention from the family is centered on Doodle, and Brother resents him. Then, because Doodle can't walk, Brother has to pull him around in a cart. Brother is humiliated, and he loses the freedom to do the things he wants to do. His resentment of Doodle grows. His resentment and loss of power cause him to try to regain his power in cruel ways. He terrifies Doodle and even harms him. Because Doodle never tells on him, he continues to exert his power never thinking of the consequences.

DVT Big Idea #4



Specific DVTs, Rubrics & Stratagems are provided for each individual 9-10 CCSS ELA Standard for reading and writing about literature

| | | | | | | | | | |
|------------|---------------------|-------------------------|-------------------------------------|--------------------------------|--------------------------------|--------------------------|---------------------------------|-------------------|--------------------|
| VOCABULARY | RL.9-10.2 THEMES | RL.9-10.3 CHARACTERS | RL.9-10.4 FIGURATIVE LANGUAGE | RL.9-10.5 TEXT STRUCTURE | RL.9-10.6 POINT-OF- VIEW | RL.9-10.7 COMPARISONS | RL.9-10.8 SOURCE MATERIAL | W.9-10 WRITING | POETRY & LYRICS |
|------------|---------------------|-------------------------|-------------------------------------|--------------------------------|--------------------------------|--------------------------|---------------------------------|-------------------|--------------------|

Resources are provided for both Tier 1 and Tier 2 levels of instruction

THEMES as literary devices

RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

| | | |
|---|-----------------------------|----------------------|
| Tier 1 T.H.E.M.E. Analysis | TIER 2: Fundamentals | |
| | Theme Connections | Team Dialogue |
| | | |

CHARACTERS as literary devices

RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

| | | | | |
|---------------------------|------------------------------|-------------------------------|-----------------------------|-----------------------------|
| Tier 1 | | | TIER 2: Fundamentals | |
| Character Analysis | Motivation Inferences | Character Interactions | Character Features | Character Inferences |
| | | | | |

FIGURATIVE LANGUAGE as literary devices

RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including **figurative and connotative meanings**; analyze the cumulative impact of specific word choices on meaning and tone

| | | | | |
|-------------------|----------------------|---------------------|-----------------------------|-----------------------|
| Tier 1 | | | TIER 2: Fundamentals | |
| I Spy Mood | I Spy Imagery | I Spy Idioms | Mood Basics | Imagery Basics |
| | | | | |

Text Structures as literary devices

RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

| | | | | |
|-------------------------------|---|-------------------------------|---|------------------------------|
| Historical Context | Tier 1 Story Structure | Flashback Analysis | TIER 2: Fundamentals Story Problem BME | Conflict Sequence |
|-------------------------------|---|-------------------------------|---|------------------------------|

POINTS-of-VIEW as literary devices

RL.9-10.6 Analyze a particular **point of view** or **cultural experience reflected in a work** of literature from outside the United States, drawing on a wide reading of world literature.

| | |
|--|---|
| Tier 1 Cultural Experiences | TIER 2: Fundamentals POV Event |
|--|---|

COMPARISONS

RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

| | | | | | |
|----------------------------|---|--------------------------------|---------------------------|---|-----------------------------|
| TOPIC 2-Mediums | Tier 1 SCENE 2-Mediums | CHARACTER 2-Mediums | PLOT 2-Mediums | TIER 2: Fundamentals Character Comparisons | Plot Comparisons |
|----------------------------|---|--------------------------------|---------------------------|---|-----------------------------|

SOURCE MATERIAL

RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Tier 1

Theme Source Material Character Source Material Event Source Material

POETRY & LYRICS

RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text.

RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.

Tier 1

Poem / Lyric Analysis

Setting Impact

Poem Structures

TIER 2: Fundamentals
Poetic Devices

WRITING

W.9-10.1 Argumentative

W.9-10.2 Explanatory

W.9-10.3 Narrative

Tier 1
DEBATE

Tier 2
2 Reasons + Details

Tier 1
Explanatory Planner

Tier 2
Explanatory Planner

Tier 1
Narrative Story

Tier 2
Personal

DVT Big Idea #5



are all about **Strategic Instruction**

- * **Explicit**
- * **Making thinking visible**
- * **Systematic, responsive scaffolding**
 - * **Scaffolding complexity of tasks**
 - * **Scaffolding assistance**
- * **Strategic use of high engagement tactics**
- * **Strategic use of Formative & Summative Assessment**

DVT Big Idea #5

Differentiated
Visual
Tools

are all about Strategic Instruction

DVT INSTRUCTIONAL PARADIGM

IDEAS → NOTES → ELABORATION

DVT Big Idea #5

Differentiated
Visual
Tools

are all about Strategic Instruction

DVT INSTRUCTIONAL PARADIGM

IDEAS → NOTES → ELABORATION

Media analyzed to
gleam key ideas

DVT Big Idea #5

Differentiated
Visual
Tools

are all about Strategic Instruction

DVT INSTRUCTIONAL PARADIGM

IDEAS → **NOTES** → ELABORATION

Key ideas
converted to
DVT notes

DVT Big Idea #5

*D*ifferentiated
*V*isual
*T*ools

are all about Strategic Instruction

DVT INSTRUCTIONAL PARADIGM

IDEAS → NOTES → **ELABORATION**

Students practice **verbally** explaining ideas using the DVT as a guide ↓

Students use DVT as a pre-writing tool to guide composition **writing**

DVT Big Idea #5

*D*ifferentiated
*V*isual
*T*ools

are all about Strategic Instruction

DVT INSTRUCTIONAL PARADIGM

IDEAS → NOTES → ELABORATION

2 phases of instruction...

Phase 1: *Teacher facilitated*

(used when students are NOT familiar with the DVT)

Systematic, explicit, co-constructing ideas as information is analyzed and DVT note-taking is guided

DVT Big Idea #5

Differentiated
Visual
Tools

are all about Strategic Instruction

DVT INSTRUCTIONAL PARADIGM

IDEAS → NOTES → ELABORATION

2 phases of instruction...

Phase 1: *Teacher facilitated*

Phase 2: *Peer facilitated*

(used when students ARE familiar with the DVT)

Peers collaborate as information is analyzed, converted to DVT notes, and then elaborated verbally or via writing

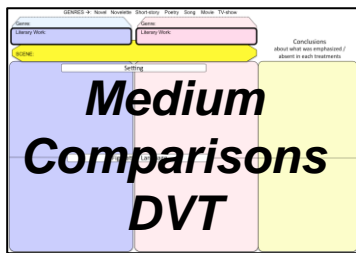
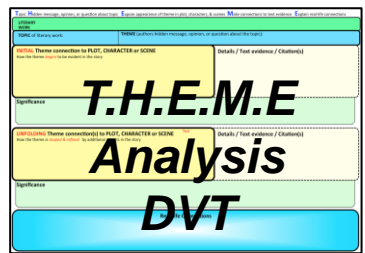
DVT Big Idea #5

Differentiated
Visual
Tools

are all about Strategic Instruction

Each DVT has a “**Instructional Stratagem**” that serves both as an instructional guide and as a lesson plan

For example...



T.H.E.M.E. Analysis

Purpose of This Stratagem...
The purpose of this stratagem is to facilitate an effective verbal explanation of the primary theme of a literary work.

Best Time to Apply This Stratagem...
Both as the literary work has been read and after the read has been read

T.H.E.M.E. Analysis
Power Point
Fillable PDF Form
Sample DVT
Sample Essay

T.H.E.M.E. Analysis (revised)
Power Point
Fillable PDF Form
Sample DVT

T.H.E.M.E. Analysis Rubric
Power Point
Fillable PDF Form

Overview of Initial "Ideas → Notes → Elaboration" Instruction (for use when students ARE NOT familiar with the DVT)

Ideas → Notes → Elaboration
Students are introduced to the T.H.E.M.E. Analysis DVT. The T.H.E.M.E. Analysis DVT is introduced and students are shown how the T.H.E.M.E. steps are assessed by the DVT. To facilitate use of the DVT, the primary topic addressed by the literary work is identified, and then the theme is identified. The process of identifying the theme is facilitated by posing the question, "What was the author's unstated or hidden message, opinion, or orientation being posed about the ____ (topic)?" Then, ideas about how the theme first emerged as evidenced by the unfolding plot, character's actions, and setting are co-constructed and noted on the DVT. Next, student teams collaborate to identify the theme. The plot continued to unfold and so additional information about characters was revealed. The theme and the plot are co-constructed and noted.

Ideas → Notes → Elaboration
Students practice using their notes to write an explanatory text that connects the theme to real-life connections to it. See pages below for step-by-step instructions.

Team Activities (for use when students ARE familiar with the DVT) | Numbered Heads | Jig Saw | Rotated DVTs | Rank & Share

Medium Comparisons: Scene

Purpose of This Stratagem is to facilitate an effective comparison of the treatment of a specific scene from a literary work as conveyed in different mediums.

Best Time to Apply This Stratagem...
After students are familiar with both iterations of the literary work

Medium Comparisons: Scene
Power Point
Fillable PDF Form
Sample DVT

Medium Comparisons: Scene RUBRIC
Power Point
Fillable PDF Form

Overview of Initial "Ideas → Notes → Elaboration" Instruction (for use when students ARE NOT familiar with the DVT)

Ideas → Notes → Elaboration
Ideally, the portion of the DVT that addresses how the scene is portrayed in the literary work (short story) should be completed. Then, students access the alternative medium (e.g., film, video) and complete the portion of the DVT.

Ideas → Notes → Elaboration
Initially, the process of noting ideas on the DVT is co-constructed as key words the author used when describing the pertinent features of the setting (e.g., landscape, weather, time) are identified and noted on the portion of the DVT that addresses this topic for the first (text) medium. Then, the scene is compared to the scene in the alternative medium. The portion of the DVT addressing the how the scene was portrayed in the alternative medium is completed. Then, students are provided a model upon which their subsequent responses can be emulated as they formulate and note responses that address conclusions about the author's use of figurative language.

Ideas → Notes → Elaboration
Students use the completed DVT to write an explanatory text that compares how a story's scene is portrayed in different mediums. As they are evaluated by peers who use the rubric as a guide, students are provided feedback on their explanatory text.

Team Activities (for use when students ARE familiar with the DVT) | Numbered Heads | Jig Saw | Rotated DVTs | Rank & Share

T.H.E.M.E. Analysis

Purpose of This Stratagem...

The purpose of this stratagem is to facilitate an effective verbal explanation of the primary theme of a literary work.

Best Time to Apply This Stratagem...

Both as the literary work has being read and after the read has been read

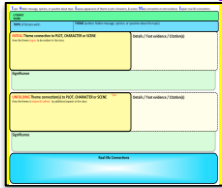
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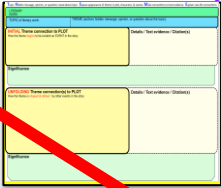
write informative/explanatory texts

T.H.E.M.E. Analysis



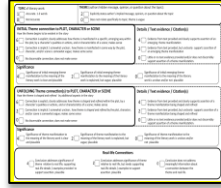
Power Point
Fillable PDF Form
Sample DVT
Sample Essay

T.H.E.M.E. Analysis (expanded)



Power Point
Fillable PDF Form
Sample DVT

T.H.E.M.E. Analysis Rubric



Power Point
Fillable PDF Form

Overview of Initial "Ideas → Notes → Elaboration" Instruction (for use when students ARE NOT familiar with the DVT)

Ideas → Notes → Elaboration

Students are introduced to the T.H.E.M.E. mnemonic device (steps for analyzing themes). Next, the T.H.E.M.E. Analysis DVT is introduced and students are shown how the T.H.E.M.E. steps are addressed by the DVT. To facilitate use of the DVT, the primary topic addressed by the literary work is identified, and the author's unstated or hidden theme is identified as evidenced by the unfolding of the plot as shown on the DVT. Next, student teams compare their information about character and theme with the information on the DVT. In addition, "What was the theme first emerged and noted on the DVT and as additional information was added and noted.

Power Point slides of the DVT with built-in textboxes

Ideas → Notes → Elaboration

Students practice using their notes to verbally explain how the theme was conveyed, shaped, and refined and their real-life connections to it. See pages below for step-by-step guide.

Team Activities (for use when students ARE familiar with the DVT)

- Numbered Heads
- Jig Saw
- Rotated DVTs
- Rank & Share

THEME Analysis

Analyze in detail the development and refinement of a theme or central idea in a text, including how it emerges and how it is shaped and refined by specific details.

Topic **H**idden message, opinion, or question about topic **E**xpose appearance of theme in plot, characters, & scenes **M**ake connections to text evidence **E**xplain real-life connections

LITERARY WORK **Type here**

TOPIC of literary work:
Type here

THEME (authors hidden message, opinion, or question about the topic):
Type here

INITIAL Theme connection to PLOT, CHARACTER or SCENE
How the theme *begins* to be evident in the story
Type here

Details / Text evidence / Citation(s)
Type here

Significance
Type here

UNFOLDING Theme connection(s) to PLOT, CHARACTER or SCENE
How the theme is *shaped & refined* by additional aspects in the story
Type here

Details/Text evidence/Citation(s)
Type here

Significance
Type here

Type here Overall Conclusions that can be Drawn about the Theme

T.H.E.M.E. Analysis

Purpose of This Stratagem...

The purpose of this stratagem is to facilitate an effective verbal explanation of the primary theme of a literary work.

Best Time to Apply This Stratagem...

Both as the literary work has being read and after the read has been read

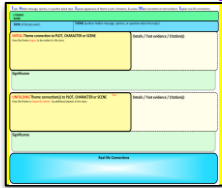
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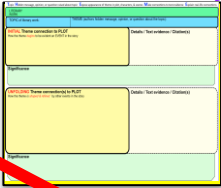
write informative/explanatory texts

T.H.E.M.E. Analysis



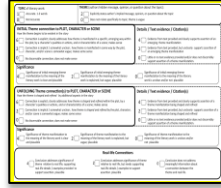
- Power Point
- Fillable PDF Form
- Sample DVT
- Sample Essay

T.H.E.M.E. Analysis (expanded)



- Power Point
- Fillable PDF Form
- Sample DVT

T.H.E.M.E. Analysis Rubric



- Power Point
- Fillable PDF Form

Overview of Initial "Ideas → Notes → Elaboration" Instruction (for use when students **ARE NOT** familiar with the DVT)

Ideas → Notes → Elaboration

Students are introduced to the T.H.E.M.E. mnemonic device (steps for analyzing themes). Next, the T.H.E.M.E. Analysis DVT is introduced and students are shown how the T.H.E.M.E. steps are addressed by the DVT. To facilitate use of the DVT, the primary topic addressed by the literary work is identified, and the author's unstated or hidden theme is identified as evidenced by the unfolding of the plot as evidenced by the unfolding of the plot. Next, student teams use the DVT to identify the primary topic addressed by the literary work and the author's unstated or hidden theme first emerged and noted on the DVT. Next, student teams use the DVT to identify the primary topic addressed by the literary work and the author's unstated or hidden theme first emerged and noted on the DVT. Next, student teams use the DVT to identify the primary topic addressed by the literary work and the author's unstated or hidden theme first emerged and noted on the DVT.

Fillable PDF files that students can use with tablets

Ideas → Notes → Elaboration

Students practice using their notes to verbally explain how the theme was conveyed, shaped, and refined and their real-life connections to it. See pages below for step-by-step guide.

Team Activities (for use when students **ARE** familiar with the DVT)

- Numbered Heads
- Jig Saw
- Rotated DVTs
- Rank & Share

T.H.E.M.E Analysis, pg.1

Analyze in detail the development and refinement of a theme or central idea in a text, including how it emerges and how it is shaped and refined by specific details.

Topic **H**idden message, opinion, or question about topic **E**xpose appearance of theme in plot, characters, & scenes **M**ake connections to text evidence **E**xplain real-life connections

LITERARY WORK

STORY TOPIC: THEME:

INITIAL Theme connection to PLOT How the theme *begins* to be evident an **EVENT** in the story

Details / Text evidence / Citation(s)

Significance

UNFOLDING Theme connection(s) to PLOT How the theme *is shaped & refined* by other events in the story

Details / Text evidence / Citation(s)

Significance

THEME Analysis

Analyze in detail the development and refinement of a theme or central idea in a text, including how it emerges and how it is shaped and refined by specific details.

Topic **H**idden message, opinion, or question about topic **E**xpose appearance of theme in plot, characters, & scenes **M**ake connections to text evidence **E**xplain real-life connections

LITERARY
WORK

The Scarlet Ibis

TOPIC of literary work:

The evil that lurks within

THEME (authors hidden message, opinion, or question about the topic):

The struggle for power with a loved one can lead to cruelty.

INITIAL Theme connection to PLOT, CHARACTER or SCENE

How the theme *begins* to be evident in the story

When Doodle was born, all the attention switched to him. Brother felt unnoticed and powerless, so he sought to regain his power by dominating Doodle. He even wanted to get rid of him by killing him.

Details / Text evidence / Citation(s)

Page 1: He might, for as long as he lived, lie...in the center of the bed in the front bedroom. It was bad enough having an invalid brother, but having one who was possibly not “all there” was unbearable, so I began to make plans to kill him by smothering him.

Significance

The narrator (Brother) was already thinking about how it would look to others if he had a physically and mentally disabled sibling. His image and personal power might be diminished, and he could not stand the thought of that.

UNFOLDING Theme connection(s) to PLOT, CHARACTER or SCENE

How the theme is *shaped & refined* by additional aspects in the story

Brother was not maintaining his reputation as a cool, normal boy because he had to pull Doodle around in a cart. He was told everyday that he had to follow the doctor's orders and take Doodle with him wherever he went. Brother resented this so much that he treated Doodle abusively.

Details/Text evidence/Citation(s)

Page 3: He was a burden in many ways. To discourage his coming with me, I'd run with him across the ends of the cotton rows and careen him around corners on two wheels. Sometimes, I accidentally turned him over, but Doodle never told.

Significance

Brother resented Doodle because the family seemed to only care about Doodle having his needs met. They didn't seem to care about Brother's feelings. Brother felt powerful when he was able to scare or hurt Doodle because Doodle never did anything about it.

Overall Conclusions that can be Drawn about the Theme

As soon as Doodle is born, Brother feels threatened. All the attention from the family is centered on Doodle, and Brother resents him. Then, because Doodle can't walk, Brother has to pull him around in a cart. Brother is humiliated, and he loses the freedom to do the things he wants to do. His resentment of Doodle grows. His resentment and loss of power cause him to try to regain his power in cruel ways. He terrifies Doodle and even harms him. Because Doodle never tells on him, he continues to exert his power never thinking of the consequences.

T.H.E.M.E. Analysis

Purpose of This Stratagem...

The purpose of this stratagem is to facilitate an effective verbal explanation of the primary theme of a literary work.

Best Time to Apply This Stratagem...

Both as the literary work has being read and after the read has been read

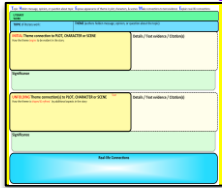
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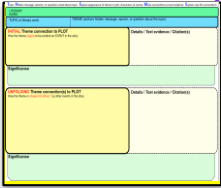
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T.H.E.M.E. Analysis



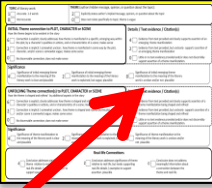
- Power Point
- Fillable PDF Form
- Sample DVT
- Sample Essay

T.H.E.M.E. Analysis (expanded)



- Power Point
- Fillable PDF Form
- Sample DVT

T.H.E.M.E. Analysis Rubric



- Power Point
- Fillable PDF Form

Overview of Initial "Ideas → Notes → Elaboration" Instruction (for use when students **ARE NOT** familiar with the DVT)

Ideas → Notes → Elaboration

Students are introduced to the T.H.E.M.E. mnemonic device (steps for analyzing themes). Next, the T.H.E.M.E. Analysis DVT is introduced and students are shown how the T.H.E.M.E. steps are addressed by the DVT. To facilitate use of the DVT, the primary topic addressed by the literary work is identified, and the author's unstated or hidden theme is identified and noted on the DVT. Next, student teams collaborate to identify ways the theme was then shaped and refined as the plot continued to unfold and as additional information about characters was revealed. Finally, ideas about real-world connections to the theme are co-constructed and noted.

Rubrics

Ideas → Notes → Elaboration

Students practice using their notes to verbally explain how the theme was conveyed, shaped, and refined and their real-life connections to it. See pages below for step-by-step guide.

Team Activities (for use when students **ARE** familiar with the DVT)

- Numbered Heads
- Jig Saw
- Rotated DVTs
- Rank & Share

T.H.E.M.E. Analysis Rubric

Analyze in detail the development and refinement of a theme or central idea in a text, including how it emerges and how it is shaped and refined by specific details.

Name: _____

TOPIC of literary work:

2 Accurate. 1-3 words
0 Not Accurate

THEME (authors hidden message, opinion, or question about the topic):

4 Plausible; expressed in complete sentence 2 Plausible; not expressed in complete sentence 0 Not plausible; does not make sense

Points earned

44 Points possible

INITIAL Theme connection to PLOT, CHARACTER or SCENE
How the theme *begins* to be evident in the story

6 Connection is explicit; clearly addresses how theme is manifested in a specific, emerging way within the plot, by a character's qualities or actions, and/or characteristics of a scene; makes sense
2 Connection is implicit / somewhat unclear; how theme is manifested in some way by the plot, character, and/or scene is somewhat vague; makes some sense
0 No discernable connection; does not make sense

Details / Text evidence / Citation(s)

4 Evidence from text provided and clearly supports assertion of an emerging theme manifestation
2 Evidence from text provided, but unclearly supports assertion of an emerging theme manifestation
0 Little or no text evidence provided and/or does not discernibly support assertion of a theme manifestation.

Significance

4 Significance of initial emerging theme manifestation to the meaning of the literary work is clear and plausible 2 Significance of initial emerging theme manifestation to the meaning of the literary work is explained, but vague; plausible 0 Significance of initial emerging theme manifestation to the meaning of the literary work is unclear and/or not plausible

UNFOLDING Theme connection(s) to PLOT, CHARACTER or SCENE
How the theme *is shaped and refined* by additional aspects in the story

6 Connection is explicit; clearly addresses how theme is *shaped and refined* within the plot, by a character's qualities or actions, and or characteristics of a scene; makes sense
2 Connection is implicit / somewhat unclear ; how theme is *shaped and refined* by the plot, character, and/or scene is somewhat vague; makes some sense
0 No discernable connection; does not make sense

Details/Text evidence/Citation(s)

4 Evidence from text provided and clearly supports assertion of a theme manifestation being shaped and refined
2 Evidence from text provided, but unclearly supports assertion of a theme manifestation being shaped and refined
0 Little or no text evidence provided and/or does not discernibly support assertion of a theme manifestation.

Significance

4 Significance of theme manifestation to the meaning of the literary work is clear and plausible 2 Significance of theme manifestation to the meaning of the literary work is explained, but vague; plausible 0 Significance of theme manifestation to the meaning of the literary work is unclear and/or not plausible

Overall Conclusions that can be Drawn about the Theme

4 Conclusion addresses significance of theme; supporting details examples provided to support assertion. plausible 2 Conclusion addresses significance of theme; but needs supporting details / examples to support assertion. plausible 0 Conclusion does not address a meaningful conclusion about the theme; not plausible

T.H.E.M.E. Analysis

Purpose of This Stratagem...

The purpose of this stratagem is to facilitate an effective verbal explanation of the primary theme of a literary work.

CCSS.ELA-LITERACY.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Best Time to Apply This Stratagem...

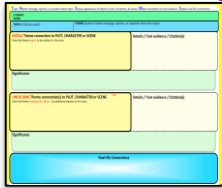
Both as the literary work has being read and after the read has been read

TIP: Use the completed version of this DVT in conjunction with the [Explanatory Essay Planner](#) to write for an in-depth essay about the theme of a literary work.

CCSS.ELA-LITERACY.W.9-10.2

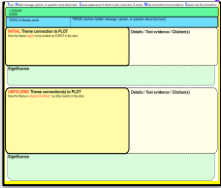
Write informative/explanatory texts

T.H.E.M.E. Analysis



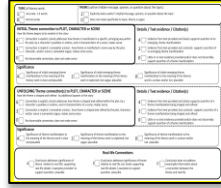
Power Point
Fillable PDF Form
Sample DVT
Sample Essay

T.H.E.M.E. Analysis (expanded)



Power Point
Fillable PDF Form
Sample DVT

T.H.E.M.E. Analysis Rubric



Power Point
Fillable PDF Form

Overview of Initial "Ideas → Notes → Elaboration" Instruction (for use when students **ARE NOT** familiar with the DVT)

Ideas → Notes → Elaboration

Students are introduced to the T.H.E.M.E. mnemonic device (steps for analyzing themes). Next, the T.H.E.M.E. Analysis DVT is introduced and students are shown how the T.H.E.M.E. steps are used to identify the author's unstated or hidden message, opinion, or as evidenced by the unfolding plot, character's actions, and the DVT. Next, student teams collaborate to identify ways the theme was then shaped and refined as the plot continued to unfold and as additional information about characters was revealed. Finally, ideas about real-world connections to the theme are co-constructed and noted.

Get Ready → Get Set → Go → Finish

Step-by-Step Instructions

Ideas → Notes → Elaboration

Students practice using their notes to verbally explain how the theme was conveyed, shaped, and refined and their real-life connections to it. See pages below for step-by-step guide.

Team Activities (for use when students **ARE** familiar with the DVT)

- Numbered Heads
- Jig Saw
- Rotated DVTs
- Rank & Share

STEP-BY-STEP GUIDE

DAY 1

GET READY

1. Familiarize yourself with the *T.H.E.M.E. Analysis DVT Sample*, and the Theme Analysis **Rubric** so you have an understanding of the nature of ideas that should be noted on it.
2. Develop a draft version of the *T.H.E.M.E. Analysis DVT* to use as your private guide-on-the-side during instruction.
3. Either (a) print hard copies of the blackline *T.H.E.M.E. Analysis Fillable PDF Form* and *Theme Analysis Fillable PDF Form*
4. to hand out to students, or (b) email or provide server access to digital files of the template, so they can complete it via tablets or computers.
5. Pre-select students for the collaborating teams.
6. Prepare to project the *T.H.E.M.E. Analysis DVT Power Point* presentation on your monitor, LCD projector, or Smart Board.

GET SET

1. Arrange the class into teams comprised of four students each.
2. Provide an advance organizer for the lesson, addressing the following:
 - Purpose /objective of the the lesson
 - Basic sequence of activities
3. Activate the *T.H.E.M.E. Analysis DVT Power Point* presentation.
1. Provide students a brief description of the DVT and its purpose.

GO (*Ideas* → *Notes* → *Elaboration*)

PHASE 1

1. Introduce students to the T.H.E.M.E. memory device for analyzing story themes.

Key information to share about the T.H.E.M.E. steps:

T = Topic

To identify the “Topic”, ask and answer the question, “*What was the whole story (poem, film, etc.) about?*” The topic should be named using only a few words.

H = Hidden message, opinion, or question

To identify the theme of the literary work, ask and answer the question, “*What was author’s hidden or unstated message, opinion, or question about the topic?*” The theme should be stated in one complete sentence.

E = Expose appearance of theme in plot, characters, and scenes

Find subtle ways the author conveyed the theme in the overall plot of the story (e.g., introduction of a conflict, events that made the conflict greater, resolution), the way the author described key characters' personal qualities and their actions, as well as in specific scenes.

M = Make connections to text evidence

Identify specific sentences or phrases the author used that serve as excellent examples of subtle ways the author conveyed the theme.

E = Explain real-life connections

Decide whether the theme is important and think of specific instances or examples in the real world where the theme might apply.

2. Show students how components of the *T.H.E.M.E. Analysis DVT* parallel the T.H.E.M.E. Steps.
3. With students, co-construct DVT notes for the topic and theme.
4. Solicit students' ideas of what they think were the first hints about theme, as evidenced by the plot, character(s), or specific scenes. Co-construct notes on the DVT based on these ideas in the section of the DVT labeled, "*INITIAL Theme connection to PLOT, CHARACTER or SCENE - How the theme begins to be evident in the story.*"
5. Based on the specific ideas noted (see above), have students identify specific sentences or phrases from the text as "text evidence" and then list these in the corresponding section of the DVT labeled, "*Details /Text evidence/Citation(s).*"
6. With students, co-construct and note ideas about the significance of the having the theme emerge at the point in the story where it was identified (see #4 above).

Ask and answer the following questions:

What is significant about the point in the literary work where the theme first became evident?

Why does the author decide to reveal the theme here and not somewhere else in the story?

PHASE 2

1. Student teams collaborate to analyze and note ideas for the sections of the DVT that address information about how the theme was shaped and refined.
2. If assistance is needed, co-construct ideas that address "Significance" for this portion of the DVT.

Ask and answer the following questions:

What is significant about key scenes where additional important information was revealed about the theme?

PHASE 3

1. With students, co-construct ideas about how the theme relates to real-life. Be sure to identify specific examples and details and note them in the portion of the DVT titled, *“Real-life Connections.”*

FINISH *(Ideas → Notes → Elaboration)*

- 1. With the class, review the evaluation criteria on the *T.H.E.M.E. Analysis Rubric*.**
- 2. Demonstrate an effective verbal explanation that models**
 - Identifying the theme of the literary work.
 - Explaining how the theme first emerged as evidenced by the plot or specific scenes within the plot, as well as character(s) qualities and/or actions.
 - Identifying specific text evidence.
 - Explaining significance.
- 3. Following the verbal explanation, demonstrate use of the rubric as you self-evaluate your explanation.**
- 4. Ask student pairs to practice providing a verbal explanation of the entire set of DVT notes and use the *T.H.E.M.E. Analysis DVT Rubric* to evaluate it.**
 - Each individual student should have a turn verbally explaining the ideas on the DVT and being evaluated by a classmate.

DVT Big Idea #6

Differentiated
Visual
Tools

The DVTs model is based on an extensive foundational research on learning and...

Classroom-based research

- * Significant increases in depth and breath of all students' relational understanding of information**
- * Significant increases in struggling learners' reading comprehension as evidenced in DVT-based online learning environments**
- * Significant increases in all schools' high-stakes writing assessment scores, regardless of past performance histories**
- * Students and teachers LIKE and VALUE DVTs... both view them as tools that reduce cognitive load while increasing performance**

Ellis, E. S., Wills, S. A., & Deshler, D. D. (2011). Toward validation of the genius domain-specific literacy model. *Journal of Education*, 191(1), 13-32.

Shanahan, T., & Shanahan, C. (2012). What is disciplinary literacy and why does it matter? *Topics in Language Disorders*, 32(1), 7-18.
doi:10.1097/TLD.0b013e318244557a